

Coraki Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Coraki Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Our school community will support the development of all our children to become socially conscious, individually aware and contributing members of society. We will guide and nurture the ability within them to be aware of both *who* they are and *how* they learn and express themselves and to develop a sense of wonder within their world. The school will be an environment that is happy, is safe and demonstrates respect, honesty and inclusivity held together by a true sense of belonging. Coraki school community is resilient and honest.

We stand by the ethos of being *Stronger, Smarter– stronger* in our belief of who we are and what we believe and *smarter* in the way we use that knowledge to equip all who are connected with the school, for a fulfilling, empathetic and creative life.

School context

Coraki Public School serves the community of Coraki and surrounds. It is the public school alternative for the town with a small Catholic School also in town. The population of Coraki is around 1500.

Coraki has a rich Aboriginal and Anglo-based history. It stands on Banjalang land which is part of Bunjalung Country. Being on the meeting point of two major rivers in northern NSW, it has been a significant port and agricultural base since the mid 1800's. The school is 149 years old and was once a Central School.

According to the current Family, Occupation and Education Index [FOEI], Coraki PS serves a community that represents the top 5% of disadvantage in NSW. There are a high proportion of transient families yet also many families who trace long histories into the town and school. The Aboriginal enrolment is around 45%, with many of these families still being on country.

The school has a small mix of experienced and some younger staff, with a high proportion of school-funded School Learning Support Officers. A Transition to School Programme operates at the school for 2 days per week. This was originally funded by Department of Community Services but is now staffed by DEC.

During the years 2015 –2017 Coraki Public school has been part of the *Early Action for Success* initiative and has been working with an Instructional Leader around Literacy and Numeracy delivery and professional learning.

Self-assessment and school achievement (for schools participating in External Validation)

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our school was Delivering across all elements in the Domain of Learning, Teaching and Leading. In Leading, however, the school was seen as operating at a Sustaining and Growing stage in the element of School Resources.

From this evaluation the school will now be exploring ways to engage the community to give formal and informal feedback for future evaluations. Involving more staff in planning and gathering evidence is also a direction to further support this ongoing process.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. Recommendations were made from the process this year and these will be written into both shorter, single year plans and into three year school plans and directions. The use of continued evidence-based teaching strategies will also ensure best teaching practice across all key learning areas. This is essential and will be supported by all additional initiatives our school will be involved in, both DEC and school funded. Refer to the School Plan 2018–2020 for specific outlines and details of such initiatives.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Effective best teaching practice in Literacy and Numeracy resulting in maximized learning for all children.

Purpose

Strong Literacy and Numeracy skills are essential for the ability to lead a successful life for everyone. Teaching practices must be effective, explicit, creative and relevant to the needs of all students. Teaching must produce successful and evidence-based results. Teachers need to be consistently assessing need, effectively planning, analysing and seeking and/or refining their own teaching practices based on individual needs.

Overall summary of progress

Two staff members were part of the Building Numeracy Leadership Initiative through 2017. Through shared professional learning from this, a focus was created around the idea of a Numeracy block within the day. Number talks and directed activities to consolidate early number concepts and patterns became part of lessons. Data drove teaching directions and planning across the school. Professional learning continued for teachers around the Literacy Continuum with writing becoming an identified area of concern.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Across school data will show a majority of students demonstrating markers and skills for Grade appropriate clusters in Literacy and Numeracy continuum. Continual growth through the year will be shown for those children otherwise below expectation.	Additional teacher and SLSO wages were sourced from Equity Funding.	While there remains a large portion of children in lower bands, trend shows some polarisation of results in Year 3 Literacy. 8.3% of students did achieve Band 6 in Reading, this has not occurred over the last 3 years. Year 5 students were inconsistent with a majority of students in Band 5. Numeracy results for Year 5 showed all children showing growth according to predicted results out of Year 3 .
NAPLAN results will show 75% shift to reflect result in bands appropriate for Grade.	Professional learning and involvement in targeted Literacy and Numeracy strategies were funded through Equity and Low Level adjustment funds.	Continued data through Early Action for Success processes showed approximately 50% of students on track by the end of Early Stage 1/ Stage 1. In other classes the results were spread, with some concerns for the number of children not at expected Literacy or Numeracy clusters along the continuums.

Next Steps

The close monitoring of Literacy and Numeracy data will continue. Our school will continue to be part of the Early Action for Success Initiative and therefore benefit from the mentoring of an Instructional Leader. This is a continued role and staff member for our school, so consolidation and extension of progress is planned. Professional Learning will further explore the role of a Numeracy Block and the principles of solid foundations around number. Writing will become a focus of Professional Learning along with developing opportunities to use and explore oral language. There will be continued support for School Support Learning Officers in ways to assist Reading within the classes.

Strategic Direction 2

To implement effective Student Wellbeing strategies that support student engagement in all school learning.

Purpose

Everybody needs to have a sense of belonging to a social group, an understanding of who they are and to have skills in how to move forward in their individual life journey. Children who feel supported at school, with a strong acknowledgement of their wellbeing, are proactive and engaged more positively with their learning and are therefore better equipped for future successes.

Overall summary of progress

The school continued Positive Behaviour for Learning and began to integrate Mindset philosophy across K–6. The use of Consequence room as part of the Discipline Code was reviewed. While attendance rates did not dramatically rise, 87% of students felt they were safe to school with 90% of children feeling a sense of belonging at school. 75% of families stated they felt comfortable all or most of the time at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance data will reflect growth rates closer to state averages.	\$101000 was taken from Equity Funding to employ an additional teacher TO lead a class based on Futures based learning. The intent of this was to encourage engagement in class and therefore higher attendance.	While attendance data didn't show overall improvement, a drill down of the figures reflect individual complex causes and situations beyond direct school influences.
Anecdotal and recorded evidence from students, families and teachers around engagement will show decrease in negative behaviours and time spent in Consequence Room for individual students.		The idea of children seeing themselves as learners was introduced this year with 98% agreeing it is important to be at school yet 20% not sure of they were "learners". Learning goals were not clarified through all classes with only 53% knowing some or all of their individual learning goals.

Next Steps

A broad perspective of Wellbeing will include the correlation of practices around Positive Behaviour for Learning, Restorative Practice, Mindset and renewed focus on Student Leadership. Attendance will continue to be monitored with close communication between families and the school. The role of a community outreach officer will continue. This role will involve strengthening the community connections through a range of informal and formal events with the intent of helping the students see a sense of belonging within their school. Learning goals and Learning Intentions will become a focus for all classes through 2018 and beyond with a dedicated SLSO to have regular check-ins with children on how they are progressing on their goals.

Strategic Direction 3

To improve the educational achievements of all Aboriginal students within our school.

Purpose

Many Aboriginal students in our school have formal and informal results in Literacy and Numeracy that measure consistently below expectations for age. These students and their families often need additional support to engage in school activities and systems. Programmes need to be culturally relevant, socially just and explicit. The connection between school learning and later life opportunities needs to be clear, functional and support successful lives in the 21st century.

Overall summary of progress

The Aboriginal students in our school benefitted from well planned and analysed data from both the Early Action for Success and Building Numeracy Leadership initiatives. There was some individual growth data across Literacy and Numeracy clusters. Aboriginal Language lessons continued giving students a sense of culture, connectedness and pride which in the longer term reflect in school achievement.

\$10 000 was given as a grant for our local AECG to employ a teacher for our "Getting them Ready" project. This was designed to create lessons in a practical and applied Project base using guidelines of 8Ways perspectives. The projects were very "hands on" with designing and building recreational campsites, Science projects and support within class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN data across K–6 will show 80% of Aboriginal students will be placed within clusters that will not exceed an 18 month delay for age.	Low level adjustment for disability– \$62 766 was spent to provide additional Support teacher learning time. Aboriginal background loading [\$64388] supported a fulltime Aboriginal Education Officer	50% of students in Years 1 & 2 and Kindergarten were on track in Literacy.
NAPLAN results will show a 40% increase in numbers of Aboriginal students in performance bands expected for Grade.		Anecdotal comments from teachers reflect a general concern around comprehension and the correlation and reliance on oral language within classes.
Annual attendance data to show increase in attendance for Aboriginal students		Attendance data for Aboriginal students remained constant to previous years. This reflected a small proportion of chronic non–attenders. Overall attendance rates for Aboriginal students is equal to non–Aboriginal students.

Next Steps

Regular results in both Numeracy and Literacy will be monitored and set directions for explicit teaching programmes. Work will continue to support students develop their own learning intentions so they have specific directions and targets in their learning. Both Teaching and Support staff will keep these intentions in focus. Class programmes will continue to keep alignment with 8Ways of Learning and teacher professional learning will further explore how Aboriginal perspectives can be embedded into all Key Learning Areas. Local Banjalang language lesson will continue with an ongoing emphasis on pride of culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$ 92 224</p> <p>including: \$67 042 for AEO</p> <p>\$24 265 for SLSO within Trransition programme</p>	<p>Employment of an Aboriginal Education Officer is essential for keeping connections with the school and our Aboriginal community. Our AEO supports children directly at school within classrooms. She also actively liaises with community to give out school based information, updates on activities, to problem solve on a daily basis and manage individual needs for Aboriginal children. She is a successful channel of communication and support for families. Her local knowledge is essential to give a full perspective on ways the school can best support our Aboriginal students.</p> <p>Within our Transition Programme, it is essential an Aboriginal School Learning Support Officer is working with the children. The benefits of using Aboriginal funds is to maintain greater community liaise, connection for the children and to embed Aboriginal perspectives into learning.</p>
Socio–economic background	<p>\$ 203 575</p> <p>All funds used to employ additional staffing and to release staff for professional learning within Literacy and Numeracy Strategic Directions.</p>	<p>School Support Learning Officers [SLSO's] have been employed for each of the classrooms. These were additional to individual targeted funding. The outcome of this strategy was an ability for class teachers to form instructional groups within class routines and to allow identified students time for individual instruction and support. Time was also allocated to playground supervision to monitor and guide behaviours before escalation.</p> <p>The employment of additional teachers included the ability to create an extra class and therefore create flexibility of class placements. Additional support Teacher Learning time was also provided through this funding source. Individual Learning Plans were revised and written for all identified students. Additional time was allocated to work with these students.</p> <p>Professional Learning through these funds allowed additional time for teachers to attend collaborative programming, Reading, Numeracy and Technology workshops. A teacher was released to complete a 7 day "Stronger Smarter" programme which helped further embed Aboriginal perspectives within Stage 3.</p> <p>Rich text resources were purchased to encourage and stimulate oral language and number talks within the Number block lessons.</p>
Early Action for Success	<p>Salary for .6 Instructional Leader at Deputy Principal level [3 days per week]</p> <p>Ongoing Professional Learning opportunities</p>	<p>Support through this programme has allowed all staff K–6 to keep close and regular monitoring of student results. This has lead to more focused whole class programming and to more accurate and targeted goals for those students on Individual Learning Programmes.</p>

Early Action for Success

through DEC State programme.

Our Early Action for Success Instructional Leader has continued staff Professional Learning around Literacy and Numeracy continuums. This has lead the way for student Learning Intentions for all classes which have particularly been fundamental in guiding self directed learning strategies in Stage 3.

Professional Learning opportunities organised through the state EAfS initiative have also allowed staff to attend high quality conferences around Literacy and Numeracy practices. These have been reflected in class programmes and explicit teaching.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	48	41	46	44
Girls	54	44	48	44

Student attendance profile

School				
Year	2014	2015	2016	2017
K	82.1	85.1	85.5	83.3
1	91.1	81.8	88.6	87.7
2	90.4	86.5	82.3	83.1
3	93.6	89.1	83.2	81.7
4	96.6	89.7	86.1	83.4
5	94.6	94.7	93.9	82.9
6	95.2	94.3	93.5	86.7
All Years	92	88.9	87.1	84.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Close communication to families is the initial point of contact for non-attenders. Letters to explain non-attendance dates are sent home with a small [percentage returned with explanations. Social media is an option for families to explain or give notice of leave. Our Aboriginal Education Officer participates in phone and family visit contact to seek explanations and encourage children to be at school. Home School Liaison Officers are also contacted for follow up on longer, chronic or whereabouts unknown non-attenders.

Class sizes

Class	Total
KINDERGARTEN	8
1	17
23	14
45	20
5-6	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.91
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.61
Other Positions	1

*Full Time Equivalent

Within our staff of 25 who have worked with our school through the year, both permanently or under contract and part time, 20% recognises as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Our teaching staff is made up of 8 pre–2004 teachers who are recognised by NESAs [National Education Standards Authority] as Proficient. The remaining *new scheme* staff are also recognised as Proficient having completed a full accreditation process.

All staff both teaching and non–teaching have completed mandatory training certificates with all staff holding *Working With Children Checks* as by current legislation. Professional Development had an emphasis on Numeracy, *Stronger Smarter* and Leadership Development as by our intentions written in our School Plan.

In 2017 the Instructional Leader successfully applied to participate in the Leadership Development Initiative program funded by the DoE. This program consisted of two major conferences held in Sydney. These conferences provided professional development to enhance educational leadership. A mentor was assigned to the Instructional Leader to assist with the process of gaining accreditation at the level of Lead within the Professional Teaching Standards. The Instructional Leader spent three days meeting with the mentor and another mentee to evaluate best practice teaching and learning strategies. A grant of \$7500 was provided by the DoE and this was used to cover travel expenses such as accommodation and flights as well as NESAs fees and other related expenses.

The Instructional Leader will attend a final conference in Sydney in April of 2018 and will spend the remainder of 2018 working towards gaining accreditation as a Lead teacher.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	120,918
Revenue	1,669,645
Appropriation	1,640,590
Sale of Goods and Services	3,072
Grants and Contributions	24,036
Gain and Loss	0
Other Revenue	0
Investment Income	1,947
Expenses	-1,635,280
Recurrent Expenses	-1,635,280
Employee Related	-1,509,433
Operating Expenses	-125,848
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	34,365
Balance Carried Forward	155,283

The school's financial management falls primarily with the Principal. Along with the School Administration Manager, daily decisions are made around expenditure and budgeting. The Assistant Principal is a reference point, and with invited Community members, becomes part of a team to identify and prioritise needs.

Through 2017, longer periods of sick leave was taken which is at school expense on a sliding scale up to day 15. The school made successful application to have related sick leave periods accumulated and therefore beyond days 16 [in total] this leave was not at the cost to school.

Individual or short term sick leave was a burden of cost to the school in excess of \$40 000.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	844,356
Base Per Capita	14,366
Base Location	7,862
Other Base	822,128
Equity Total	358,302
Equity Aboriginal	92,224
Equity Socio economic	203,575
Equity Language	0
Equity Disability	62,503
Targeted Total	30,075
Other Total	289,914
Grand Total	1,522,646

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

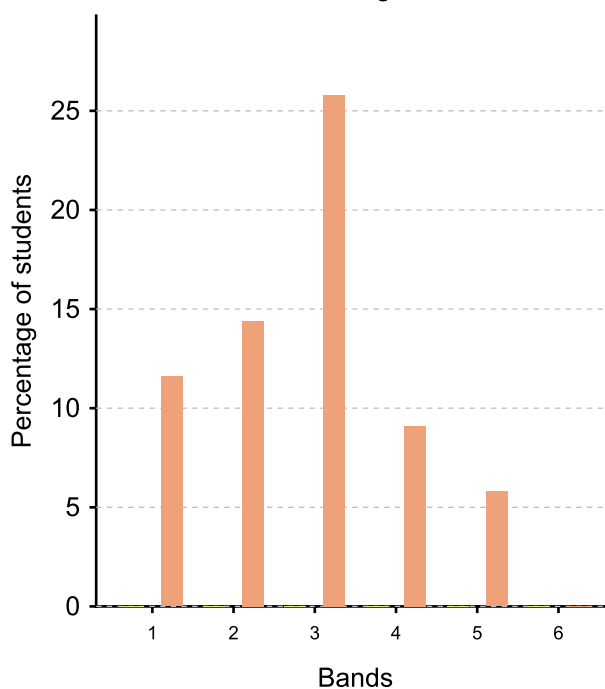
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

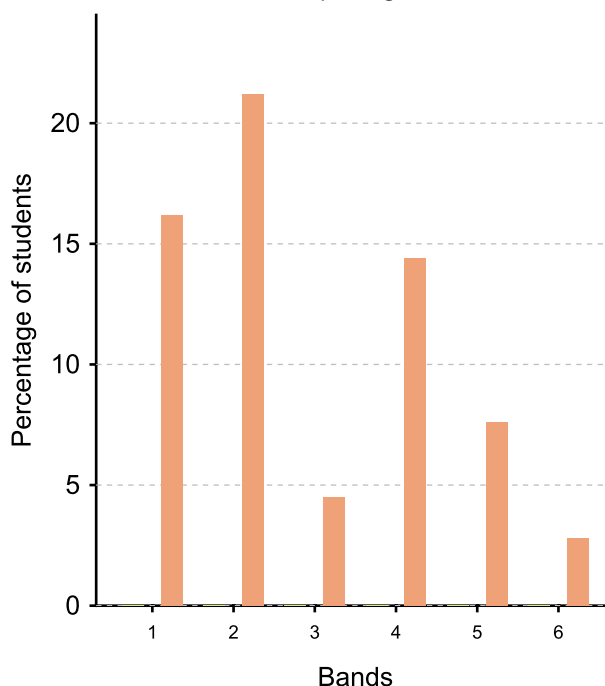
Figures showing students in the lower bands of performance in Year 3 Literacy have decreased with consistent majorities in Bands 4 and 5 over recent years. Overall, the percentages of our Year 3 students at or above minimum standard in Literacy were: 18% in Reading, 36% in Writing, 63% in Spelling and 31% in Grammar. In Year 5 these figures were 41% [Reading], 30% [Writing], 17% [Spelling] and 32% [Grammar]. This included 50% of students showing above expected growth from Year 3 to Year 5 in Reading.

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

24% of Year 5 students were at minimum standard or above in Numeracy. All students showed growth according to predicted results. Trends over previous years for Year 3 have remained steady.

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	31.6	21.1	26.3	15.8	5.3	0.0
School avg 2015-2017	10.5	14.7	16.5	20.7	4.3	0.0

While NAPLAN results for Aboriginal Students to achieve in the top 2 bands were not directly achieved for our students, school based assessment showed growth for these students. 60% of Aboriginal students on Year 6 benchmarked in Writing, Reading and Comprehension by the end of year. 100% of our Aboriginal students in Kindergarten benchmarked in all Literacy strands and Early Arithmetical Strategies.



Parent/caregiver, student, teacher satisfaction

In Term 4 a survey was given to **our school community** to gain general feedback across a range of questions. Of those who replied some interesting results include

- 62% believe the school staff genuinely care about the students with a further 31% believing only some of them do.
- 75% feel comfortable coming into the school most or all of the time
- 20% were not sure if we taught Literacy or Numeracy well, as compared with 65% who felt Literacy was taught well with 75% seeing Numeracy was taught well some or all of the time.
- 90% felt the school communicated well all, most or some times
- 10% did not understand our Discipline system
- 40% of families would like to see more varied Technologies used across the school.
- 85% valued our Circus Programme

These results have been taken into account when planning for 2018 and beyond, where there will be a focus on deeper community engagement and interaction, continued input around Literacy and Numeracy professional learning, a continued Circus Programme and a simplification of Student Wellbeing programmes.

At the end of the year **students** were also surveyed on themselves as learners, their school experiences and ideas to implement in the following years. It became clear that more work was needed to have all students understand the idea of learning intentions. By this we mean directions and focuses for themselves in their own learning, whether it be specific skills or goals to achieve. They wanted more avenues to show leadership and support in carrying out these roles. 91% thought it was important to be at school but 8.7% were not sure whether it is important to be at school.

In 2018 support for leadership roles will be given from all staff with regular opportunities given for student voice. Further work on mindset and students seeing themselves as learners– with goals, intentions and targets, will be a focus across all grades.

When **staff** were asked about professional learning and confidence to programme under new Standards guidelines, it was a general belief that more support was needed. Understanding of the accreditation process was also flagged as an area for Professional Learning.

At the start of 2017 staff were also asked to complete a School Excellence Framework. There was some discrepancy around where in each Domain we ranked ourselves, however with ongoing professional support through our Instructional Leader staff gained a more cohesive point of ranking within the SEF. The revise SEF will be further explored through 2018.



Policy requirements

Aboriginal education

Focus on Aboriginal Education and perspectives takes ongoing and high priority throughout our school. This is delivered through both incidental and planned lessons. Our local Language programme has continued throughout 2017 with all children having language/culture lessons weekly delivered by a local speaker. The emphasis for these lessons is to develop an appreciation and understanding of local culture. Support from our local NGO also is given through a Youth Worker who reinforces these messages through practical activity sessions and support within class for all students.

The elements and philosophy of *Stronger Smarter* run throughout our school with an additional teacher completing training this year. *8Ways* has been aligned into Quality Teaching in many class programmes.

Successful community NAIDOC Week activities have also been run in Term 2 with almost 80% attendance by our families.

Multicultural and anti-racism education

These focuses are embedded within class programmes and take focus during both incidental and focused lessons. A successful Harmony Day was held in Term 1 where children experienced food, art, literature and games from a variety of cultures. Class Literacy programmes have focused on a wide variety of cultural contexts and stimulus across all grades. Our on staff Anti-Racist Contact Officer has held focus groups through the year and supported all children to understand what racism means and can effect everyone.

